2019 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Alfredton Primary School (1091)

Every child will flourish with time, effort and support.

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 18 March 2020 at 11:10 AM by Laurel Donaldson (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2020 at 03:39 PM by Leigh Edmonston (School Council President)

VICTORIA State Government | Education and Training

About Our School

School context

School Context
Alfredton Primary School's (APS) culture is built on strong partnerships with its broader community where we commit to promote, teach and model the embedded school values of Respect, Responsibility and Relationships. This commitment is demonstrated by the behaviour of our students, staff and parents and further illustrates our shared understanding of how we enact the school's vision that, 'Every child will flourish with time, effort and support'.
Our Teaching and Learning philosophy values the individual child, recognising the strengths and diversity each brings to their learning. We seek to develop independent and motivated lifelong learners who are equipped for the 21st century. Staff are committed to a culture of performance and development and use data, research, reflective practice and best practice to support students to achieve their goals.
The Principal and staff are committed to building upon the strong educational ethos of the school, where education is a collective responsibility. APS is situated in the west of the regional Centre of Ballarat. The enrolment fluctuated throughout the year with a peak of 576 students. Staffing comprised 2 Principal Class Officers, 1 Leading teacher, 2 Learning Specialists, 28 Teaching staff and 12 Educational Support Staff members.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes
In 2019 APS undertook the School Review process which included a focussed analysis of the school's performance against the previous four year strategic plan. This process included members from the parent community, staff and the regional office, overseen by a department appointed reviewer. It also allowed for a new strategic plan to be written, along with a new Annual Implementation Plan (AIP) throughout term two.

The school also focussed its school improvement efforts on Building Practice Excellence. In this area, APS worked towards building the capacity of all staff to plan and implement a consistent and agreed whole school approach to Literacy. This focus included the actions below:

WORKFORCE PLANNING & STRATEGIC RESOURCE MANAGEMENT
•Appoint two Learning Specialists to lead school improvement and model best practice.
•Ensure a strong line of sight between AIP and Staff PDPs

PROFESSIONAL LEARNING
•   PLTs Inquiry cycles are aligned to specific SSP/AIP goals and targets informed by Individual, class and school data sets.
• Develop a whole school strategic professional learning plan that caters for the collective and individual staff member's professional learning point of need, aligned to School and DET priorities and staff Professional Practice (PDP) goals.
•ALL staff professional learning needs are met through the delivery and provision of professional learning.

MONITORING USING THE IMPROVEMENT CYCLE
•Development of protocols and procedures for Learning Specialists.
Use SPOT and FISO to monitor progress.
•Using peer observation and reflective practice
•Manage expectations of staff at the initial stage of implementation
•Establish routine process and procedures to enable a disciplined use of the Improvement Cycle
•Ensure that staff bed and implement the agreed approach with support from Learning Specialists and Leading Teacher
•Use data and evidence to monitor progress and adjust strategies (for example, the school's Panorama report, peer observation, student feedback surveys, etc.).

Achievement

Achievement
The school's goal is to improve learning outcomes for all students from Foundation to Year 6 by providing every student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum that caters for students' individual needs. Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning were identified and appropriate programs and teaching strategies were provided for them. The school worked actively to build the capacity of teachers through the development of agreed school wide pedagogy.

In 2019, our overall P-6 teacher judgement in English showed higher results compared to the state and similar results to school of comparative student backgrounds and characteristics. In Numeracy we displayed similar results to the state and achieved a lower percentage compared to like schools.

NAPLAN assessments continued to display consistently higher percentages of students achieving in the top 3 bands against the state across a 4 year average in Reading and Numeracy. In 2019, the school achieved a similar percentage of students in the top three bands against the state in year 3 Reading, and above state percentages in Year 3 Numeracy and year 5 Reading and Numeracy. Against similar schools year 3 Reading had lower percentages in the top 3 bands in Reading and similar percentages in Numeracy. Year 5 achieved more students in the top 3 bands compared to similar schools in both Reading and Numeracy. APS continues to increase students showing high growth in Grammar and Punctuation and Writing, with Spelling displaying nearly 80% of our students achieving medium or high growth.

The school has a growth mindset and a culture of high expectations for our teachers and learners, to ensure that all of our students flourish.

Engagement

Engagement
Our school staff work together with families and support agencies to support children to attend every day and on time. In 2019 APS recorded the average absence per student as 14.8 days across the year. This is below the state average and indicated that the most students attended school between 90% - 95% of the time. This attendance data was shared with the school community and success is shared with students.
Student Support Groups meet regularly to determine individual plans and to support targeted students to enhance engagement outcomes across grades, cohorts and the school.
In 2019 the school engaged in a focus to develop student voice through focused learning conferencing, small group work following the Gradual Release of Responsibility (GRR) model, surveys about teaching and learning and providing explicit and timely feedback. APS had a one to one program for years 4 to years 6 which saw devices blended within learning pedagogy for students and teachers to support collaborative learning. Each year the year levels undertake a community project to broaden student knowledge and build community partnerships. As an example, year levels went tree planting in new sub-developments, cleaned waterways, helped to build shelters in the RSPCA and engaged in community recycling.
Students participated in, and enjoyed whole school events, camps and excursions or incursions, sporting events and community involvement. Parent and family involvement in school programs and the school community is encouraged.

Wellbeing

Wellbeing
Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including transitioning into, moving between year levels or into secondary schools with a focus on our three values; Respect, Responsibility and Relationships.
There was a strong emphasis on social and emotional learning in our Strategic Plan with the social and emotional

focus of teaching Bounce Back with Respectful Relationships on a weekly basis from Foundation to Year 6.
Community engagement was a high priority within the school, and highly successful events such as sports day and events, the garden show, mini fete, walkathon, science and maths nights, family nights and art show which all strengthened bonds whilst generating good will and enthusiasm across multiple stakeholder groups.
The school continued to have ongoing positive relationships with the local preschools. Feeder kindergarten groups visited the school across the year on multiple occasions. The school's Buddy Program is a feature of the induction process of new students as they are welcomed into the school community. The wellbeing leader and the chaplain have ensured students, and their families, receive support in all emotional and social aspects of their school life. The school used the Zones of Regulation and implemented a sensory space to support those students who required it.
Year 6 students participated in all relevant transition programs offered by local secondary schools. The school continued to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings.
In 2019 APS camps included the year 6 trip to Canberra, Sovereign Hill for the year 5s and a beach camp to Anglesea for the years 3 and 4. Foundation, 1 and 2 undertook many local excursions and all year levels participated in swimming. These experiences built a sense of community for students and resilience and whilst incorporating a sense of fun.

The annual Attitudes to School outcomes continue to reflect our desire to develop happy, resilient caring students and 2019's results sit comfortably with similar schools.

Financial performance and position

Financial performance and position
The school is in surplus due to funds being carried forward from the previous year's surplus, which was partially being utilised for staffing to keep student teacher class size ratios down.
Our IT budget saw the beginning of the replacement of smartboards with TVs and the updating of computer components with an expenditure of over $10 000. We also spent an extra $35 000 for IT support for our one to one device program in years 4, 5 and 6.
We received approximately $60 000 in equity funding which we used to run a phonics based literacy program called Multilit. It was run by ES staff and supported students with low literacy. We also used this funding to run small groups with the leading teacher and provided one on one Reading Recovery.
For the first time we received our own funding for English as an Additional Language (EAL) of over $25 000. We used this budget to employ a teacher on a casual basis to support small groups of students to develop their capacity in English.
Our Parents and Friends raised approximately $20 600. With the majority of funds expended on new bikes racks for students.
The school applied and received Sporting Grants totaling $4 500.
Our building and grounds had minor works completed to repair the underground fire system of approximately $10 000. We continued to upgrade the facilities of the school as required such as heating, painting, toilet maintenance and lighting of over $50 000.

For more detailed information regarding our school please visit our website at
alfredtonps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 576 students were enrolled at this school in 2019, 287 female and 289 male.

7 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ⬜
Results for this school: ⬤ Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
⬤ Above   ⬤ Similar   ⬤ Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Below

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above Above

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.

Student Outcomes

Reading

23 %	46 %	31 %
Low	Medium	High

Numeracy

28 %	51 %	21 %
Low	Medium	High

Writing

23 %	50 %	28 %
Low	Medium	High

Spelling

21 %	59 %	20 %
Low	Medium	High

Grammar and Punctuation

19 %	49 %	33 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above   ● Similar   ● Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ─────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ─────── 50 Few absences <------> Many absences	Above ●
Average 2019 attendance rate by year level:	Prep 93% | Yr1 93% | Yr2 92% | Yr3 93% | Yr4 92% | Yr5 92% | Yr6 93%	Similar school comparison not available

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Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨	Key:	Similar School Comparison
	Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟢		🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below 🔵
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below 🔵

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$4,442,036	High Yield Investment Account	$238,876
Government Provided DET Grants	$695,365	Official Account	$33,362
Government Grants Commonwealth	$9,338	**Total Funds Available**	**$272,238**
Revenue Other	$25,863		
Locally Raised Funds	$308,709		
Total Operating Revenue	**$5,481,311**		
Equity[1]			
Equity (Social Disadvantage)	$61,285		
Equity Total	**$61,285**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$4,198,688	Operating Reserve	$162,328
Books & Publications	$2,861	Funds Received in Advance	$17,025
Communication Costs	$6,919	School Based Programs	$92,885
Consumables	$126,913	**Total Financial Commitments**	**$272,238**
Miscellaneous Expense[3]	$247,563		
Professional Development	$19,971		
Property and Equipment Services	$252,081		
Salaries & Allowances[4]	$318,576		
Trading & Fundraising	$44,495		
Utilities	$57,492		
Total Operating Expenditure	**$5,275,560**		
Net Operating Surplus/-Deficit	**$205,751**		
Asset Acquisitions	**$0**		

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').